

From the editor's desk

From the headlines on this page, it is obvious that events of great importance to ALL students have occurred quite recently.

For when thousands of students are prepared to drop their books to express their views on a problem facing not only themselves but all society — then these students have assumed their positions as responsible citizens in our nation.

And the question of fighting an unjustified raise in fees is such a question of personal and social importance.

For this reason, in this edition, we have tried to give the background for all the recent events, explaining the philosophy behind the present system for financing higher education and showing further the reasons, pro and con, for adopting Free Education.

That this is our most important High School Supplement is undeniable. Free Education and the question of general accessibility to universities are issues that demand our attention today, in our roles as students, and will demand our notice tomorrow, in our roles as parents.

As this is the last issue of the High School Supplement for this year, I would like to thank those persons — Principals, Guidance Counsellors, and Students' Councils Presidents — who made possible the distribution of the paper.

Good luck to you all in the forthcoming examinations.

Victor Rabinovitch

FINAL
EDITION

McGILL DAILY

★ ★ ★ ★

HIGH SCHOOL SUPPLEMENT

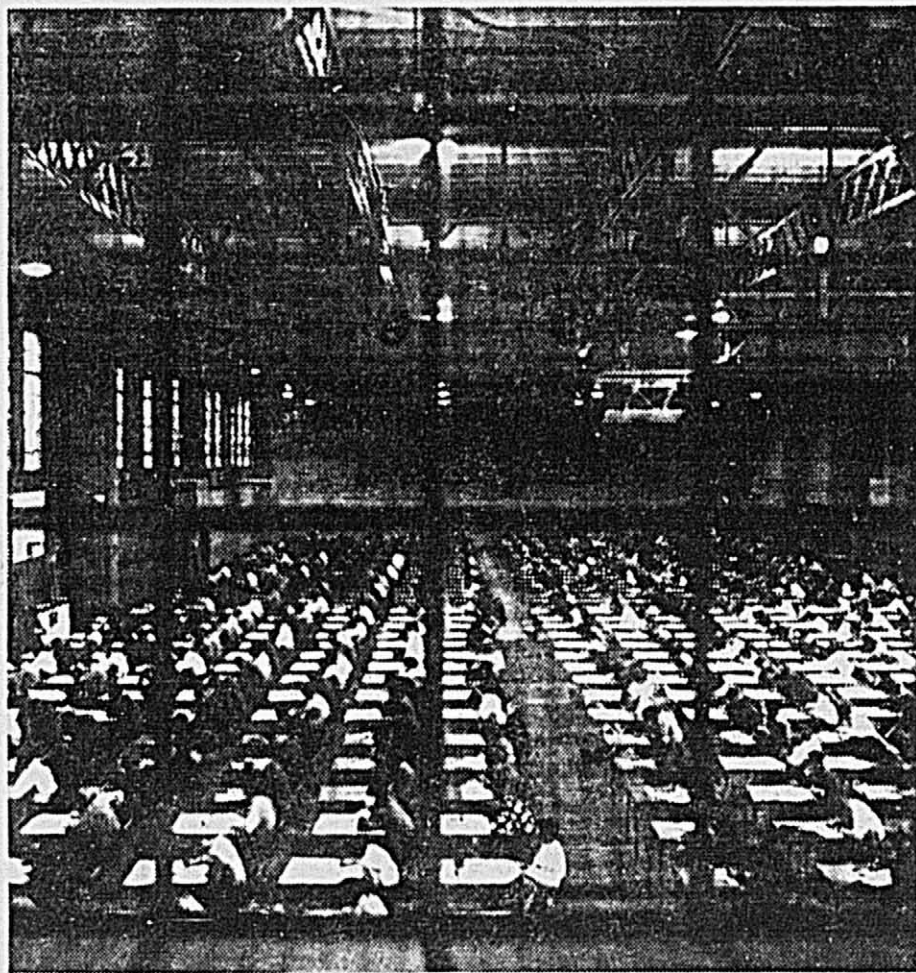
VOL. 1 — No. 6

McGILL UNIVERSITY, MONTREAL, MAY 14, 1965

3 cents

The fight against the increase in tuition fees is continuing: See pages 4 & 5

Students oppose recent fee raise



The end of a student's year is marked by final examinations held in the Sir Arthur Currie Gymnasium (above) and the Winter Stadium. After this ordeal, luckily, there is a four month reprieve.

McGill students in the thousands have rallied to fight the proposed \$100 raise in next year's tuition fees.

The fee increase was announced on Friday, March 12, by McGill's Principal, Dr. H. Locke Robertson, at a special meeting of student leaders. Dr. Robertson explained that the final decision to raise fees was made by the Senate and the Board of Governors after they had received indications that the Quebec government budgetary grant would fall short of McGill's request.

The student leaders present at the meeting immediately expressed their disappointment in the course of action chosen by the University Administration. One pointed out that the percentage of fees paid by students had remained constant in 1961 and '62 when the University was earning a surplus; but as soon as a deficit was incurred, the fees were the first thing to go up. "This is always their first recourse," he noted angrily.

He pointed out that many students would not be able to afford the increase and that many people he had spoken to earlier in the day had reacted strongly against the idea of even a \$25 increase. "I don't think we can expect students to accept this increase."

His words proved prophetic as student opinion during the following week was massed against the fee raise.

On the following Friday, March 19, an emergency meeting of the Students' Society was held to discuss the increase and to outline possible steps to combat it.

After M. Lévesque's address, over 2500 students marched to Place Ville Marie to bring the cause of free education in general, and the fee increase in particular, to the attention of the public.

Anxious students packed the 650-seat Leacock Building Auditorium, while another 600 listened intently to the proceedings through loudspeakers in the halls outside. In an open vote, they overwhelmingly (642-to-6) supported the stand of the Students' Society President against the fee increase. They further decided to carry out a "Day of Action" on Monday March 22, to make known their views to the University Administration, the Quebec government, and the public.

That Monday, 4000 aroused students interrupted their examination studies, leaving their books to gather in front of the Arts Building and hear the Honourable René Lévesque, provincial Minister of Natural Resources, describe the fee increase as a step backward in educational development.

All this was only a buildup to the massive sit-in held later that afternoon in the halls of the Arts Building. The purpose of the sit-in was to visibly demonstrate to the members of the Board of Governors — who were then holding a meeting — the determination of the students to fight the fee increase.

At the same time, Students' Society President Saeed Mirza and President-Elect Sharon Sholzberg presented a petition of protest bearing the signatures of more than 5300 students, all gathered in a period of less than two days.

However Students' Society leaders did not merely limit themselves to mass demonstrations in fighting the fee increase, but they also entered into direct negotiations with the Administration. As Dr. Robertson pointed out when the \$100 raise was first announced, McGill was definitely in need of more income.

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Plan of action**

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"We shall
Overcome"**

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McGill honours Prime Minister, Drapeau

Record number convocate

For most McGill students — and for their anxious parents — May is a month of waiting. Waiting until the examination results are posted; waiting to see if they pass or fail; waiting to hear about that summer job. The Spring flurry of examinations has subsided, and the campus lapses into a period of quiet tension.

Those students who are going to be graduating at the end of the month bear the brunt of this burden of expectation. The stress is laid most heavily on the Class of '65. Their whole future lies in the balance — success or failure — and

for them the immediate problem is not: "What do I do all summer?" but: "What do I think I want to do for the rest of my life?"

For those who will be returning to campus next year, Spring Convocation carries all the trappings and pageantry of a ritual celebration, remote from them at present but holding out a promise for the future.

For the graduates themselves, it is the culmination of four — or more — years of hard work. For the white-gloved mothers and dark-suited fathers, the graduate's mortarboard and sheepskin may represent a lifetime of effort.

Four years can also be a lifetime. Four years spent working toward one goal — and its achievement is symbolized by the cap and gown of Convocation.

At Convocation ceremonies in the Percival Molson Memorial Stadium this year, diplomas will be bestowed upon 2,000 graduates. Provision has been made to hold the ceremonies, starting at 10 am, in two shifts in the Sir Arthur Currie Gym, should Friday, May 28 dawn cloudy.

After the processional, the anthem, the invocation, the alma mater, and the Principal's address, the presentation of diplomas in the

various faculties will begin. Howard I. Ross, Chancellor of the University, will 'cap' the graduates — a symbolic gesture of placing the mortarboard on the head of the graduate.

The deans of each faculty will announce the names of the graduates and any prizes or medals that they have won.

After the last diploma has been awarded, five honorary degrees will be presented by the Deans of each faculty. Receiving Honorary Degrees are: The Rt. Hon. Lester B. Pearson, the Prime Minister of Canada, L.L.D.; His Worship Jean Drapeau, Q.C., Mayor of the City of Montreal, L.L.D.; M. Jean Gascon, Theatrical Director of outstanding reputation, Litt.D.; Sir Douglas Logan, Principal of London University, L.L.D.; Sir John Dickey, President of Dartmouth College, L.L.D.; and Gordon N. Patterson, Director of the Institute of Aerospace Studies, University of Toronto, D.Sc. Prime Minister Pearson will deliver the Convocation address.

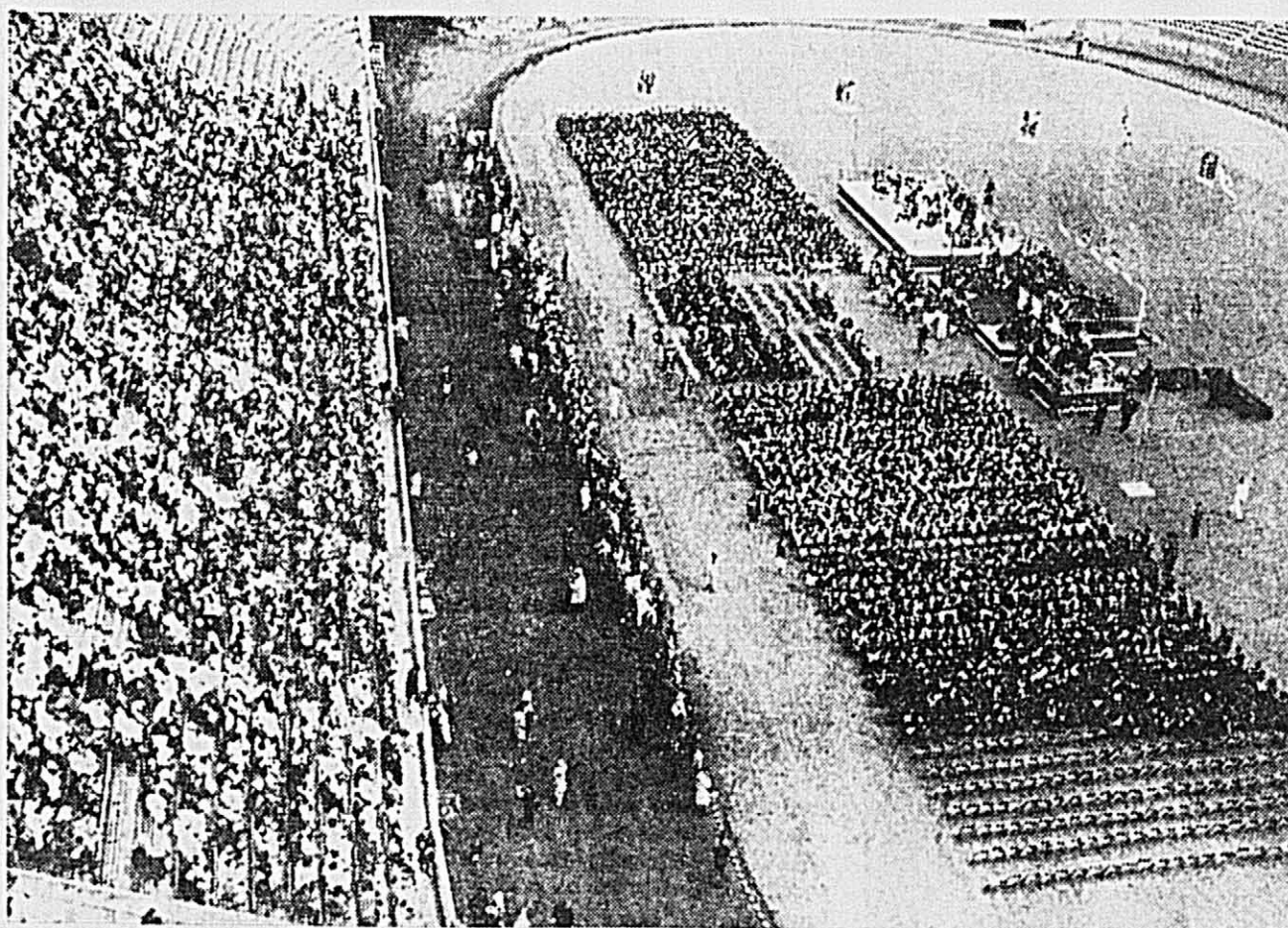
Convocation will be followed by the traditional tree-planting ceremony on the lower campus. The tree, presented to the University by the Class of '65, will be planted by the class officers and Dr. Robertson.

Graduates and their parents will attend a garden party given by Dr. and Mrs. Robertson on the campus in the afternoon.

Graduates remember their Convocation not only for the importance of the date, but also for the wide variety of activities planned by a special Convocation Committee.

These activities include the Convocation Sermon, given the day before graduation by a prominent speaker, and the twilight concert, held in the open the same evening.

There is also the formal Convocation Ball and Banquet, held each year at the Sheraton Mount-Royal Hotel.



Convocating students and their families fill Molson Stadium in the May ceremony.

The Historical Development of Education

From the dawn of modern civilization, the process of education has proceeded through a slow evolution. While in the past new teaching aids and methods of instruction were long in development and even longer in universal adoption, the recent advances in television, audio-visual machines, and instruction techniques have literally revolutionized the educational "industry".

The changes in the methods of instruction however, has also been accompanied by a development in the philosophy behind education. It can be said that the concept of education has passed through three separate and distinct stages, with the advanced European nations presently functioning at a third stage while we, in North America, fighting considerable opposition, are barely completing the second.

The first stage in this evolution was found in the fundamental unit of society — the family. In this situation, those families that could afford to do so, hired private tutors for their children. These students were taught such fine arts as rhetoric, music, art, and fencing, or any other skill which might contribute to their positions in the higher echelons of their society.

It would therefore seem reasonable, although not necessarily just, that the financing of higher education should be supported completely by the family, university education being a simple extension of the family-tutor relationship.

The next stage in the growth of education came about around the time of the Industrial Revolution, when a larger portion of

the public wished to have their children educated. At this point education started to be recognized more as a right of all citizens, rather than the privilege of a fortunate few.

Today, however we are moving beyond this liberalistic concept to a third stage which, rather reinforces it with economic arguments.

This third stage, already recognized in Europe though only now being accepted in North America, claims that (1) education is no longer considered a privilege (2) it is being less and less thought of as a right, (3) but education must now be considered as a basic NEED.

It is a basic need both for the individual and for society. A recent study, soon to be published

in the United States, has indicated that the society at large benefits economically at least four times more than an individual from the higher education of that particular individual. For this reason, education, now considered as a social need, has become a top priority in any western country.

There are several conclusions which can be drawn from this short survey. (1) Just as a philosophy of education based on a concept of privilege has been erased, so costs of a university education should no longer rest as heavily on the family as they do at present.

(2) For the present time, at the university level, the maximum contribution toward the financial cost we, as students,

can presently agree to make, cannot amount to over one-quarter the total cost. (Last year, students' fees represented 30% of this total cost.)

(3) At the university level, we must actively pursue a campaign to eliminate all barriers to higher education for any qualified person. However it must be remembered that free tuition is not an end in itself, but is rather only a part of the problem of general accessibility to higher education.

(4) Finally, we must unconditionally strive towards the successful completion of the third stage of educational development: where education is considered as a basic need for society and a basic need for the individual.



WORLD UNIVERSITY SERVICE

The World University Service (WUS) is an international university organization active in more than 50 countries throughout the world. Its main objective is the improvement of higher education and the bettering of conditions which so often surround a university education.

Although Canadian students realize the value of these services to under-developed nations, they are usually quite ignorant of the effects of the World University Service on Canadian life. A review of the basic philosophy of WUS demonstrates the need for Canadians to support it.

WUS believes that if there is any realm in which the peoples of the world should be able to meet on common ground, free from intolerance and suspicion, it is that of academic and intellectual life. Here, the search for truth and knowledge is the driving force for a world community, of every colour and creed.

In Canada there is a very active WUS organization in operation in all universities and colleges. While the central office is located in Toronto,

World University Service must depend on local campus groups for its success. In effect, WUS is trying to raise money which will be distributed to needy students throughout the world.

In their attempts to collect money, the local organizations sponsor a number of annual projects, all done with assistance of the central office. These projects are usually able to raise over \$30,000.

As well, the Canadian branch undertakes several other obligations to WUS. These include greeting foreign students to Canada, and helping them overcome any difficulties encountered during their stay, and collecting textbooks, technical journals, medical supplies, and laboratory equipment for transportation overseas. This material aid to students and faculty in need of assistance has earned the gratitude of thousands of persons.

Another objective of WUS is in the field of International Education. By means of seminars, conferences, study programs and scholarships WUS is able to foster international understanding of mutual problems.

Canadian WUS participates actively in all these seminars and conferences, sending a selected group of Canadian students and professors to various countries each year. Students are also sent abroad for graduate training or voluntary work schemes.

The third aim of WUS is to help expand the world's universities through research and conferences on problems of advanced education. Here, too, Canada has done much work in furthering this objective, by establishing several research scholarships and providing opportunities for foreign students to study in our country.

The hope of the future lies in educated leadership throughout the world. The way to ensure a peaceful future is to overcome the great stumbling blocks in the path of university education in the new nations, poverty, ignorance, disease and despair. It is with this in mind that the basic belief of WUS — "there is none so poor that he has nothing to give, and none so rich that he has nothing to receive" — takes on real meaning.

CAN. UNIVERSITY SERVICE OVERSEAS

Any organization dedicated to the ideals of international cooperation and understanding — providing it uses action instead of words — is worthy of being called great. The Canadian University Service Overseas (CUSO) is just such an organization.

Founded by the Canadian universities and several national organizations in 1961, CUSO is an efficient agency which sends Canadian university graduates to developing countries. As well as helping the citizens of a foreign country, the graduates are able to further their own education in the process.

Indeed, one of the prime goals of CUSO is that its delegates spend two years "serving and learning" as volunteers in conditions similar to those of his counterparts in the developing nation. In keeping with this idea, the volunteers are sent, not as experts, but as junior personnel who serve on an equal basis with those whom they try to assist. The graduates are expected to integrate fully into their new surroundings. In this way it is hoped that CUSO will promote greater understanding among the participants and thus serve as a gesture of international goodwill and cooperation.

This devotion to the development of understanding has gained widespread support. At present CUSO is supported financially by universities and colleges across Canada, as well as eight national organizations. The Canadian government undertook the obligation of transporting the volunteers to their destinations. It recently supplemented this with a special grant

of \$500,000, indicating its wholehearted support of CUSO and its ideals.

Despite its national financing, however, CUSO depends primarily on local campus organizations for its operation. These local CUSO committees have been established at each university and college in Canada and are usually composed of members from the faculties of the universities, the student bodies, and the member organizations.

The local campus committees arrange for publicity, pre-selection orientation, and recruitment of suitably qualified personnel in their area. CUSO further depends on many Canadians for voluntary administrative work, maintaining only a small secretariat in Ottawa.

CUSO deals directly with governments and private agencies overseas and representatives of the Canadian government are kept informed of all programme developments. The requesting agency in the host country is always responsible for the final acceptance of applicants and the confirmation of positions.

If the candidate is accepted by the agency, he is scheduled to undergo an orientation programme.

In August and September, all volunteers undertake an orientation programme in Canada which provides basic information about the language, history, economy, and culture of their particular country of assignment. Separate area studies programmes are held at Canadian universities for Asia, Africa, and Caribbean volunteers.

Volunteers assigned to teaching positions undertake a longer teacher training programme. In most cases CUSO also provides some orientation for volunteers upon their arrival in the host country.

Once in the country the volunteers put into action their years of schooling and months of preparation. They begin the difficult task of creating a better tomorrow for a developing country.

However the work definitely creates its own rewards.

"We are constantly confronted with new ways of doing things, different reactions to situations and an unusual way of conduct," stated one volunteer.

"Sometimes it is interesting, sometimes just frustrating, but it always compels you to look for the reasons behind people's behaviour. And so we grow."



Tomorrow's leaders need help today

As is the case with most everything in life, the financial problems associated with higher education are of the utmost importance. Money obviously must be found somewhere, and from the recent fee increase, it appears the pocket-books of the student and his family will have to bear the burden. What immediately follows is that families from the lower-income groups will continue to be faced with great difficulties if they wish to educate their children.

STATE EDUCATION NOT A NEW CONCEPT

This unequal state of affairs did not always exist. There have been many civilizations which considered education to be a collective priority — important enough to be supported by public funds.

In ancient Greece, for example, even the children of slaves were able to receive some education. Plato's Academy allowed the poorest of children to enter. Even after the Barbarian tribes had destroyed the great civilizations, poor children were able to receive Free Edu-

cation through the various clerical organizations.

Later on, however, the Laissez-Faire doctrines of the West brought about a theory which still pervades the thinking of Administrators at McGill and other North American colleges, namely, that everyone should pay their own way.

Today, ideas have changed. In almost all the nations in the world, from those in Latin America, to the Soviet bloc, to France, education is accessible to everyone. Neither the individual nor his family must bear the overwhelming costs.

Up until recently, however, the Anglo-American countries followed a different line of thought. Here, a situation of social injustice was partly cured by a system of bursaries. The system has been so developed that in Great Britain, for example, a student can complete his entire university career without ever knowing what a "tuition-fee" really means. Even in the United States, there is a vast network of State Universities which do not have any fees.

In Canada? Well, we (along with Australia) are one of the last "bastions" of the Laissez-Faire theorists.

Education, it must be remembered, is of provincial concern, this being one of the basic characteristics of our Federal system.

QUEBEC LIBERALS INSTITUTE FREE PUBLIC SCHOOLS

In Quebec, the Liberal government under Taschereau introduced Free Education at the primary level on the grounds that this was the minimum compulsory attendance level and was thus of collective concern.

The Lesage government later extended free tuition to the high schools for the same reasons. At the same time, Premier Lesage promised that Free Education at the university level would soon be instituted as, he felt, this would be of major importance to the complex industrial state. Temporarily, the most complete — and most expensive — system of student aid was established. As we are still functioning under this Stu-

dent Aid Service, it might do to examine it in detail.

Since 1962, a "normative" system has been used to ensure that the over 60,000 annual applications can be processed rapidly and that the distribution will be an equitable one, with the most needy receiving aid the first.

The I.B.M. Computer is programmed with over 400 "norms" which distinguish such factors as age, school level, personal living costs, tuition costs, and the like. Every individual case is punched onto a card, giving information relating to the total revenue and total expenses of the applicant. Once the cards are processed, the answers are given according to individual needs.

In the present system, a student who lives in the same city as the university he attends can receive up to \$500; non-resident students can get up to \$1000. Of these sums, one part is in the form of a bursary, the remainder being a loan.

A student must pay back 40% of the value of his bursary and 100% of the loan, payments starting not later than two years after graduation, but spread out over a period of ten years.

The Facts Behind Free

THE CASE IN FAVOUR: social justice

People who favour the institution of a system of Free Education have long argued that such a course of action would bring incalculable social benefits to society.

An educated, aware public has always been considered a necessity in a democratic state. Citizens must understand the functions of their government. They must appreciate the problems which confront the state, and hence be able to judge the

quality of their elected representatives.

Moreover, they must always be on the alert to defend their basic rights and freedoms, all of which are continually being infringed upon.

It has long been realized that the only way we can have such an alert, knowledgeable public is through the extension of education. This was the original reason why literacy tests were applied before a

person could vote, for it was felt that the person who could not read could not truly understand the issues his vote would help decide. And so state education was extended, first to the primary, and later to the secondary schools.

Today, with the growing complexity of government, with the important and detailed economic factors that govern our daily lives, and with the sensitivity and importance of our international relations, it is common knowledge that we require a far greater number of university-educated citizens if we wish to retain our way of life. The only way to achieve this is by extending free tuition to the university level.

Psychologists have often pointed out the important effect higher education has on the parents of the student. They benefit greatly from the social prestige and the economic security derived from college-educated children. For this reason, the parents will often sacrifice many of their own pleasures solely to enable their children to go to university.

And while this last point may evoke images of complacent, middle-class parents "crowing" to all the neighbours about "our children", social psychologists have demonstrated many times that such attitudes are of great importance to the individual ego, and thus to society.

Finally, there is a reason for the institution of Free Education which challenges the very premises on which our system depends.

Living in a democracy, we accept without question the notion of "equal opportunity for all". We say that no man should be discriminated against for reasons such as race, religion, or colour.

This same argument can be extended to the question of Free Education. We know that education is the key to advancement in our society, the key to improving one's own lot. And yet if the access to education is dependent upon the money one's father is earning, surely students from lower income-groups do not have as equal an opportunity as "rich men's sons".

econom

One of the most important factors in modern industrial countries is the maintenance and increase of the rate of economic growth. The wealth of our society depends upon a continuous increase in output (i.e. economic growth) as measured by the Gross National Product.

An accelerating growth-rate means that jobs are being created at a faster rate — jobs that will absorb the ever-increasing number of people entering the labour force. With more people working more money will be earned, and more money will be spent, thus resulting in affluence for the entire society.

With more wage-earners earning more money, the government will receive more in taxes which will result in greater expenditures on social services, thus benefiting the entire population.

Recent research by Edward Denison, an economist of international repute, has shown that at least 43% of the economic growth of a country is directly attributable to the country's level of education.

Our final conclusions are obvious. There is a direct relationship between the rate of growth of the economy and the number of people attending university.

By permitting the level of education to stagnate — as we are now doing in Quebec — we are inviting economic stagnation.

The individual, it must be admitted, benefits considerably from a university education. It has been estimated that the average graduate earns from \$150,000 to \$200,000 more in his lifetime than a person with a high-school or a public-school education. However, the college

**FIGHT THE
FEE INCREASE
SUPPORT
YOUR
SEC**

Copy of a handbill, asking support for the Students' Executive Council (SEC), distributed just hours before a rally began. Over 400 students attended.

If we suppose that the annual total budget of the Student Aid Service amounts to \$20 million, but that the total grant made by the computers amounts to \$26 million, then the government will try to cut each student's grant by a certain determined amount.

Each year, representatives of the students meet with government officials to try to prevent this from happening. The student leaders normally ask that the government prepare a supplementary budget to cover the unforeseen expenses.

If some student is not satisfied with the answer he is given, he may re-apply to a special Revisions Committee which will study the case on its individual merits to see if there is not some exceptional circumstances. Many special situations are thus treated.

STUDENT AID INCREASE BY \$21 MILLION

The total budget for next year is a little over \$26 million, a sizeable sum

when it is considered that student aid amounted to less than \$5 million before 1960.

Other provincial governments, however, have not kept pace with Quebec. For this reason the Federal government was recently forced to institute a loan system of its own to help cut down the financial barriers to college careers.

The NCCUC — National congress of Colleges and Universities of Canada — has shown some concern over who should pay the costs of higher education. It appointed the "Bladen Commission" to inquire into this matter, unfortunately, the Chairman of the commission, Dean Bladen, is already known to personally favour the idea of the individual paying a substantial portion of the costs.

More concern and interest is thus being paid to the last part of the "Parent Commission Report" dealing with the finances of education and soon to be made public.

The only question that really remains is "How long will it take us to reach the level of the other countries in the world?", for in this field, they are surely superior to us.

Education

Economically

graduate will then pay for the state-supported costs of his education due to the larger amount of taxes he has to pay through our progressive system of taxation.

The observer will note that the tax-burden for a Free Education system will have to be borne by those members of the lower-income groups as well as the upper-income citizens. It might be said that the taxes on lower income families are already too high, and that this added load will not produce any worthwhile compensation.

This brings up the crux of the whole economic argument for Free Education. Free Education WILL benefit all society; it WILL lead to the economic well-being of all members of all income-groups. The increased productivity resulting from a Free Education system will more than offset the increase in taxes that any citizen might have to shoulder.

THE CASE AGAINST

By no means is the case for Free Education an "open and shut" one. There are certain arguments against such a system and while, in the main, they may sound somewhat old and worn, many people feel that they are nevertheless quite accurate.

Opponents of Free Education claim that anything free immediately loses some value. For example, members of community youth groups are often asked to pay a very nominal membership fee — not to defray any expenses, but rather as a means to create some feeling of "belonging".

Once a person senses that he "belongs" — that he has a stake in the future of the club — a new notion of responsibility will pervade all his activities with the group.

This argument can easily be extended to higher education. If a student is paying for a part of his education, if he is personally foregoing some pleasurable activity so that he can cover his tuition costs, opponents of Free Education claim that this student will maintain a far more responsible attitude towards his studies.

To abolish fees would mean that higher education would enter the "social-service" realm where people only take, but never give.

FREE EDUCATION pro con

1. Education is a right, not a privilege.
2. Security and social prestige of parents.
3. An educated citizen is a better citizen.
4. The country's economy benefits far more than the student does from his education.
5. Our economy requires more than ever a greater number of competent thinkers.

1. Anything free loses some psychological value.
2. The person who benefits should pay most.
3. Universities lose their autonomy as government pays more of the bills.
4. Our economy can't afford to send everyone to university.

THE FIGHT WILL GO ON

The "Freeze the Fees" campaign at McGill is now taking shape. After leading an official mass protest, staging an overwhelming sit-in, and meeting University officials, student leaders held an Emergency meeting of the Students' Executive Council to decide on the next stages of action.

They decided on the definite objective of all their actions: "sympathetic to the financial needs of the University, fully understanding the expenses of a growing institution, and cognizant of the competition for outstanding professorial staff, McGill students cannot accept any raise in fees."

The objective fully defined, student leaders decided on the following course of action:

(1) To participate on a joint committee with representatives of the Administration and the Faculty in an attempt to find other sources of income for the University, thus solving the financial problems.

(2) To create a special committee, responsible to the Students' Executive Council, which will co-

ordinate the over-all campaign;

(3) To request all students to pay their tuition fees in two installments, when the school year begins, if during the summer, it appears the University will not call off the fee raise.

By paying in two installments, any negotiations which will take place after September will have meaning, as the University must still collect the second payment.

(4) To seek any support which may be needed from the student body, and from the public-at-large.

Mass actions which could be taken have not been decided upon as yet. This will depend upon the time and the circumstances. However, one thing is certain. No mass actions will take place unless all peaceful negotiations have failed.

Such protests may take the form of petitions, marches, sit-ins, boycotts, or in the extreme, a strike and an outright refusal to pay. Any actions that will be undertaken will be done only after student leaders have determined the actual feelings of the student-body.

The student who pays some part of his total university expenditures will, it is felt, be a "better man" because of the satisfaction he receives from the financial contribution he has made. He will be able to go out to the world of business, industry, or teaching with the knowledge that he has personally contributed to his own well-being.

Opponents of Free Education argue further that it is the student who will eventually benefit the most from his own education. They point to the high salaries commanded by graduates, comparing these to the considerably lower wages earned by non-grads. For this reason, it is said, College students must pay at least a small part of their educational costs.

It is in connection with the superior position of University graduates vis-à-vis non-graduates that those against Free Education base their third point: that it would be impossible to ask taxpayers from lower income brackets to assist some student who will eventually earn considerably more than the citizen who made his education possible.

For example, we cannot ask the person earning \$5,200 a year to help pay for the education of a student who will be earning \$15,000 a year. In fact, why should the taxpayer contribute anything at all? He's not going to go to college, so what will he gain by paying for someone else's education?

Perhaps the most potent argument oppositionists cite against Free Education is the threat to academic freedom. These people point to the "inevitable" fact-of-life that when one government, or one person, controls the finances of an institution, that institution must fall under the control of the money-provider.

What will result will be a system whereby the state controls the curriculum, the ideas expressed, and the courses taught — in short, the very life of the university.

Finally, some persons claim that the economy just could not support the overwhelming costs of the entire system of higher education. The government is already "up to its ears" in other social welfare matters; it could

not be expected to enter the educational field to any greater extent than it is now.

This is not to say that persons who oppose Free Education are completely oblivious of the needs of the students. As an alternate to free higher education these persons suggest an increase in the value and total number of scholarships and bursaries which should be made available to students. Some also suggest the institution of interest-free loans which will be repayable after graduation.

Such a program of loans and bursaries, they say, will be much more feasible, yet will still ensure that no capable student will be forced to neglect his education due to finan-

MCGILL FEE TRENDS

	Arts	Science
1958-59	\$525	\$600
1959-60	525	600
1960-61	425	500
1961-62	425	500
1962-63	525	600
1963-64	525	600
1964-65	525	600
1965-66	626?	700?
1966-67	?	?
1967-68	?	?

MAY 14, 1965

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Bilingualism is a forked tongue

A great deal of attention has been paid recently to the question of language in this Province. On the one hand, many French-Canadians, particularly students, are demanding that Quebec should be officially unilingual. On the other hand, most English-speaking Quebecers are stoutly maintaining that they have as good a right as anyone to continue to speak their language.

To a certain extent at least, both groups are quite right.

The French-speaking citizen of this Province inquires why it is that Canada's 'bicultural character' is only evident in Quebec. Even Ottawa does not see fit to use bilingual traffic signs for the benefit of the odd French-speaking tourist from Quebec. Nor is it relative to the size of the minority: a full 45% of the population of New Brunswick is French-speaking, yet that Province remains

unilingual. Further, the fact that a person having French as his mother tongue must nevertheless learn English in order to work results, we are told, in a kind of cultural alienation. Of course a knowledge of English will be indispensable to those having contacts outside the Province or at the management level; but at the lowest levels a knowledge of English is too often necessary simply because that is the only language of the foreman, or because plans or orders are drafted only in English. For an educated person, a second or third language is no burden; it is a delight (albeit one which few English Canadians care to experience). But for a worker to be forced to learn a second language in order to get a job is unjust, and should be unnecessary. French becomes relegated to the position of an 'after-dark' language; it loses its vitality and becomes corrupted.

The answer we are told, is not to try to effect a biculturalism which would be as unworkable as it would be superficial. There is no reason for Canadians in Saskatchewan

to know French; there is a reason for Canadians in Montreal or the Eastern Townships to know it. By taking steps to make Quebec a truly French province, the language and culture would be protected; workers would be able to use their own language, and with pride, as they do presently at Hydro-Québec. The influence of radio and T.V. would remain of course, but choice rather than necessity is involved in tuning in to an English program. At least a French-speaking customer could expect to be served in his own language in the large department stores or restaurants downtown. An incidental effect of this would be the elimination of a major source of separatist feeling.

What of English-speaking Quebecers? They will quite simply, like minorities throughout the world, have to learn the language of the community in which they live. Their mother tongue will remain English, their children will still be educated in English (a right French Canadians in Manitoba are denied), they will continue largely to work and play in English. But at the same time it will be a matter of practical necessity for them to learn French.

In short, English Canadians will continue to speak their own language, but as a consequence of the predominantly French character of their surroundings, they will soon acquire a knowledge of that language as well. A major source of irritation will be removed, and relations between the two language groups could be expected to improve radically because a solid foundation of equality would have been instituted.

We, too, shall overcome

It has become a commonplace that the so-called "passive generation" has given way to a new generation of students, vitally interested and concerned with their surroundings seeking not simply to 'understand' but also, where necessary, to change. University students, and this can only be a healthy development, are subjecting their values and the accepted values of their society to a critical examination.

Berkeley has become a symbol of protest in a society which values growth and material power above all else, and which cannot comprehend why rebellion and discontent can flourish amidst plenty and opportunity. For it was at Berkeley, last fall, that the students took a stand in favour of the principles of a liberal education. What took place destroyed some illusions about contemporary education and disclosed the depths of the antagonism between a generation which has all but contracted out of the affluent society, and the perfect expression of that society, the large-scale university which transmutes knowledge, energy, and money into technological miracles — the perfect artifact for multiplying change so as to drown out purpose.

Berkeley may have been the most dramatic but it was not the only sign of change. The Peace Corps itself, though the example

is over-used, testifies to what is termed the "idealism" of young people, their need to leave an over-comfortable society in order to help those who are less fortunate than themselves.

At McGill, too, a radical transformation has taken place. The student body demonstrated outside the American Consulate to indicate their concern and involvement as human beings with the proceedings then taking place at Selma. It was not expected that such a demonstration would materially change President Johnson's policy, but it was hoped that such a demonstration would result in a personal "prise de position", a moral self-consciousness, on the part of each individual taking part.

Then came the issue of the fee increase at McGill. Once again the student body attained a rare degree of cohesiveness, of understanding and acceptance of their unique responsibility as students. The fee increase was met with expressions of concern; the issue was not simply an increase of fees to meet necessarily rising costs of higher education. The fundamental issue at stake was the level of accessibility to the benefits of a university education. In other words, was financial ability to be the major criterion in determining who was to be able to

continue his education? The position of McGill students is not merely that fees should be "frozen" at their present level, an essentially selfish gesture indicating general satisfaction with the status quo and a desire to avoid financial inconvenience: their position is that the present level of 7% of Quebec's youth (compared to 45% in the U.S.) which is receiving a university education is totally inadequate, that capable students who are deterred from continuing their education because of the cost represent a squandering of human potential, that the benefits of university should be equally available to all regardless of financial considerations. In other words, a short-term solution might be retaining the tuition fees at their present level, but a total re-evaluation of the role of education is necessary along with acceptance of the fact that it is increasingly less possible for most students to bear the cost of their education.

McGill students are not seeking to ease the burden on themselves; they are seeking the extension of the benefits they are receiving from their education to all young people who are capable of profiting from it. In this, McGill students are demonstrating their solidarity with other students of Quebec, and they are indicating that they too are actively fighting for the redress of social injustice.

STUDENT SYNDICALISM

Formerly, students' associations were preoccupied by internal affairs: good organization of dances, sports, carnivals, debates, and so on. They gradually evolved themselves through their newspapers and congresses to discussions on educational and social problems. People were concerned about these problems, but discussion was confined to specific interest groups and student government took no part.

Then, improvement in communications brought more contacts between councils from across the province, the country and the world, these exchanges leading to the formation of student federations. Student governments began to concern themselves with techniques of management, administration, working conditions and educational problems.

However, the Canadian campuses were not a part of this world-wide movement: the political involvement of students associations. Some Canadians did become involved in rare instances — exceptions to the general rule.

The French-Canadian student associations, however, began to develop more along the

Separate French Canadian Development

world-wide lines, being influenced by three factors:

1. They were concerned with building up complete autonomy of their students' councils — a complete political separation from the university and college authorities. This never presumed opposition to these authorities, but rather more efficient and

workable relationships based on genuine negotiations.

2. They wanted to bring about major changes in the political and social structure of Quebec. Agents of this transformation, they were also subjects of it and new theories were conceived, a new dynamism was born — a kind of new frontier, a world to build. For certain students, then, French nationalism added another dimension.

3. They were influenced by student action everywhere in the world. They noticed that students played a very important role in the social life and the politics of almost all countries and that they, the French-Canadians, were doing so little to help their own country.

The reorganization of their students' societies assured internal democracy on one hand, and more executive flexibility on the other.

They gave themselves a charter of rights and duties stating precisely their status within the community. Their objectives evolved around two axes: service to the members and service to the nation.

Organization into political bodies gave them responsibility to manage student activities,

to give certain services to the members, and to represent their student bodies: they involved themselves in matters of education, in public affairs, urban renewal, war on poverty, health problems, rural problems and so on.

The McGill Students' Society is following a unique path, but achieving the same effect. A search for autonomy was not necessary as complete autonomy in student affairs had

Effects of Quebec Revolution

existed for many years at McGill.

As well, there was not the same enthusiasm about the Quebec quiet revolution, but still great changes have taken place. McGill students are gaining more and more interest in the building of the new Quebec. No question of the nationalistic dimension arose.

It is mainly through the desire to improve the techniques of student government, through a basic educational concern, through influence of student action all over the world (McGill has many foreign students), that the nature of student action at McGill has greatly changed and is now approaching the point of continuous working agreement with the French Student associations. An agreement on this line will probably be formalized next year.

It does not mean that McGill will always agree politically with her French counterparts, but she will not disagree with them to a greater extent than the French or the English might disagree amongst themselves.

This great change has been marked very recently at McGill by the new constitution of the Students' Society, the professionalization of student government affairs, the rise of the Education Committee from obscurity to the very hub of student activity, and the "Freeze the Fees" campaign.

Student syndicalism is a new concept here. It is much more an attitude, an approach, a line of thought than an articulate organization, although the French associations have called their structures a "syndicat étudiant". The concept is young and has to be nurtured and developed. Great strides will be made during the coming years.

Actually, no one can put their finger on the true meaning of student syndicalism. It is something in process of development and statements to the contrary would be presumptuous. Is student syndicalism the way of the future? No one can really say. Only one thing is sure: it will have to adapt itself to the Quebec context.

As it is now, student syndicalism evolves around the definition of the student as a young intellectual worker — young by age, intellectual by the nature of his work. The big breakthrough here is the concept of worker. This ex-

plains why the French students associations refer to themselves as "syndicats", "workers' unions".

The main point behind the concept of worker is that the student no longer considers himself as existing on the outskirts of the community — sitting in an ivory tower of knowledge — planning to return one day. He considers himself to be someone who is playing his part by study and research and who should participate in all community affairs through his association. The student is now a productive worker — the philosophy of education has changed.

McGill students have yet to classify themselves as "young intellectual workers", although a substantial segment of the campus population has already started towards this notion.

The Student as a Worker

For the individual student, the recent changes cause him to call for more professionalization of student affairs in order to avoid waste of money, energy and time. More time will be available for the educational aspect. If he defines himself as a young intellectual worker, he will cease to regard himself as a useless citizen put into retreat, and he will involve himself much more in the process of his own education and in the affairs of his association and community.



views cause Student Syndicalism is a philosophy of action, students wishing to take part and play a useful role in society. They express their current social and political events and, if the need arises, they will put down their books and "go into the streets" to bring their attention of the public.

WE SHALL OVERCOME

The tragedy of Selma, Alabama, has sparked protest marches and demonstrations by various groups in all parts of the free world.

At McGill, too, students were shocked and later disgusted by the actions of the Southern Segregationists. On the campus, the latest reports of what was occurring were relayed by word-of-mouth, while the moral implications of the events became the subject of classroom discussions led by various professors.

As opinion swelled, it became obvious that students as a group wished to express themselves to the representatives of the American government.

Finally, on Tuesday, March 16, fifteen-hundred placard-bearing students, led by sombre-faced President Saeed Mirza, marched to the United States Consulate on McGregor Street to urge the American President to action.

Prior to the march the students gathered on the Lower Campus to hear addresses by student leaders and Lafayette Surney, a member of the National Executive of the Student Non-Violent Coordinating Committee (SNCC).

Surney expressed his gratitude for the action being taken by McGill students, saying that the march would add to the morale of those demonstrating and dying in Selma. He remarked that although the Negroes were given equal rights by seven different Congressional Bills since 1865, they still were not free.

The Students' Society, in conjunction with various cam-

LETTER TO PRESIDENT

pus organizations, also placed an open letter to President Johnson in the Montreal Star. The letter voiced its disapproval of the lack of action which, until that time, had marked the attitude of the United States Government towards the Selma situation.

Once at the Consulate, the marchers waited peacefully in the street, singing "We shall overcome" and other freedom songs, while President Mirza and President-elect Sharon Sholzberg met with Consul-General Richard Hawkins Jr. and presented him with a copy of the letter which appear-

ed in the Star. The Consul-General immediately forwarded the letter to the President in Washington.

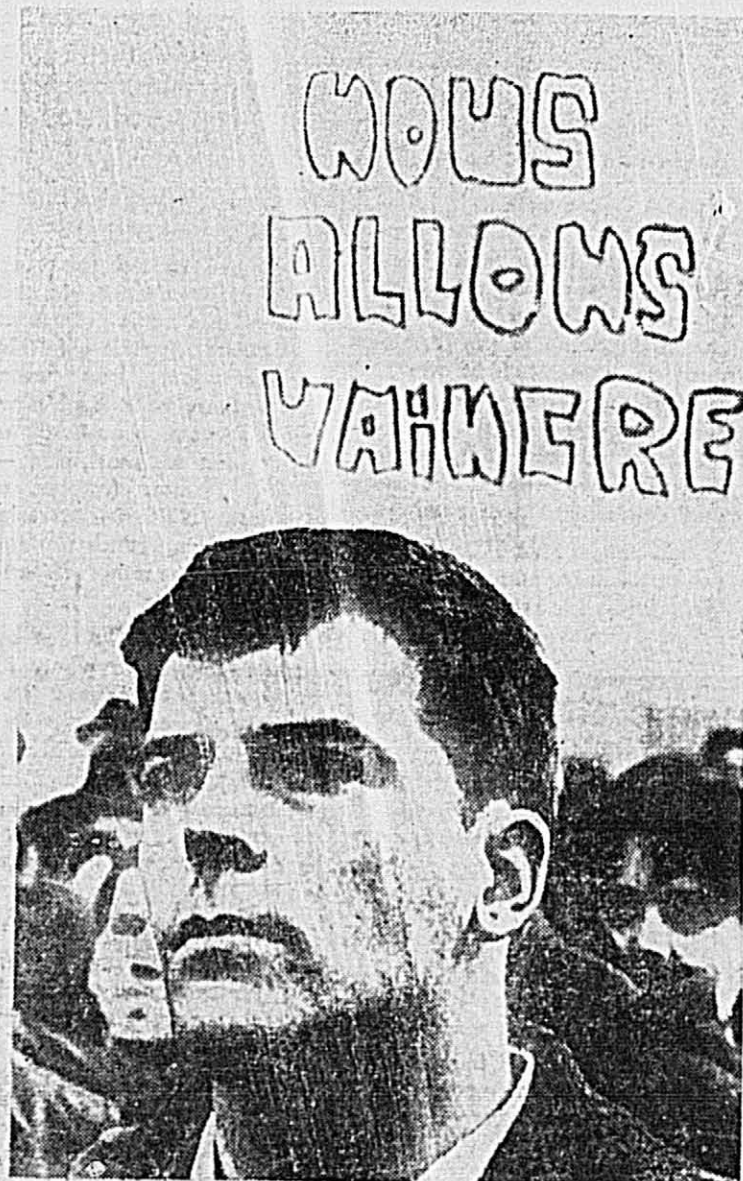
A special issue of the McGill Daily, which had already ceased publication at the time of the Selma crisis, was issued on the morning of the demonstration.

The announcement in the paper read in part, "President Johnson has been slow to use the powers vested in him by the Constitution, specifically those powers which were used by President Kennedy on three occasions in the past when the rights of Americans have been endangered by racism."

It also quoted President Johnson's victory speech in which he stated that "our purpose must be to bind up our wounds, to heal our history, and to make this nation whole."

Then, one week after the McGill demonstration, over two thousand students attended a similar rally organized by l'Union Générale des Etudiants du Québec (UGEQ). Although McGill is not a member of UGEQ, many McGill students were present at the rally.

The demonstration was planned to coincide with the en-



trance into Montgomery of the massive Civil Rights march from Selma led by the Reverend Dr. Martin Luther King Jr.

Four columns of marchers from the University of Montreal, the Classical Colleges, Technical Schools, and McGill converged on the intersection of McGregor and Cote des Neiges Avenues, right near the American Consulate.

The marchers were then addressed by James Foreman,

SNCC SENDS FOREMAN

Executive-Secretary of SNCC and by Richard Guay, Vice-President for External Affairs of UGEQ. Foreman was despatched to Montreal by Dr. King especially for the occasion.

Speaking in French, Foreman said, "The rights of men are inalienable. No man on earth is really free while

others are fighting for their rights. We are not only fighting for the freedom of the American Negro. We are fighting for all those, black or white, who are suffering from discrimination.

"Canada and Quebec have played an important role in the struggle of the Negro. They served as places of refuge for countless black people during the slavery period. Today, one hundred years after its abolition, slavery has a more subtle form, but it still exists."

While Foreman was speaking, UGEQ President Jacques Desjardins presented the Consul-General with a letter for President Johnson, along the lines of that sent to the President by McGill a week earlier.

The marchers gave Foreman a tremendous ovation, then, sitting down on the street, they faced the Consulate in silence for forty-five minutes. During the demonstration, students collected \$350 which was turned over to SNCC.



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